



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 10081147
SAU: Augusta Public Schools
School: Ella R Hodgkins School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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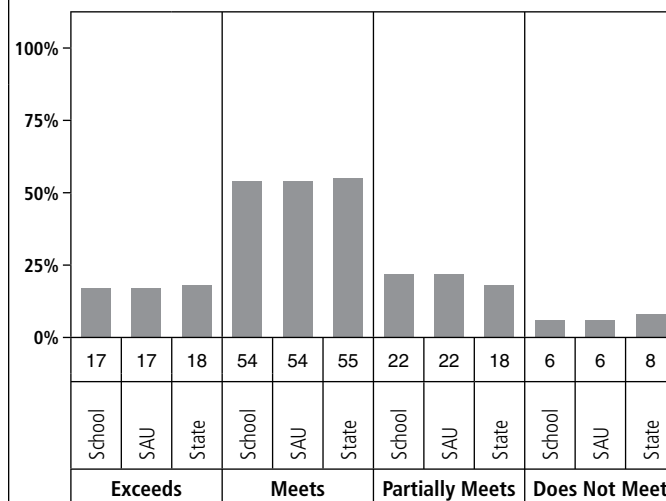
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

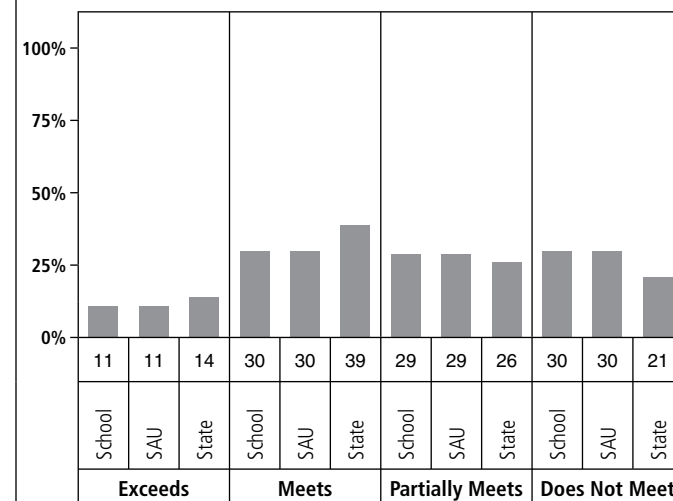
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	741	740	745
2006–2007	742	742	748
2007–2008	750	750	750
Cum. Avg. *	744	744	748
Mathematics			
2005–2006	734	733	740
2006–2007	737	737	742
2007–2008	738	738	743
Cum. Avg. *	736	736	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	169	100	169	100	14818	100	167	99	167	99	14698	99	168	99	168	99	14694	99												
Ethnicity African American/Black	7	4	7	4	381	3	7	100	7	100	372	98	7	100	7	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	7	4	7	4	219	1	6	86	6	86	213	97	7	100	7	100	217	99												
Hispanic	2	1	2	1	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	153	91	153	91	13927	94	152	99	152	99	13825	99	152	99	152	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	27	16	27	16	2556	17	26	96	26	96	2508	99	26	96	26	96	2497	98												
Current LEP	6	4	6	4	363	2	5	83	5	83	352	97	6	100	6	100	360	99												
Economically disadvantaged	74	44	74	44	5461	37	73	99	73	99	5408	99	73	99	73	99	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	144	85	144	85	12195	82	142	84	142	84	12215	82												
Identified disability (PET/IEP)	3	2	3	2	418	3	3	2	3	2	421	3												
LEP	5	3	5	3	183	2	3	2	3	2	183	1												
504 plan	1	1	1	1	181	1	1	1	1	1	182	1												
Participation with accommodations	17	10	17	10	2320	16	20	12	20	12	2303	16												
Identified disability (PET/IEP)	17	100	17	100	1912	82	17	85	17	85	1900	83												
LEP	0	0	0	0	159	7	3	15	3	15	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	0	0	0	0	244	11	0	0	0	0	226	10												
Participation through alternate assessment (PAAP)	6	4	6	4	178	1	6	4	6	4	176	1												
Identified disability (PET/IEP)	6	100	6	100	178	100	6	100	6	100	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0												
Non-participation – other	2	1	2	1	93	1	1	1	1	1	96	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	6	3	6	3	1769	11
	2006-2007	14	8	14	8	2630	18
	2007-2008	28	17	28	17	2604	18
	Cum. Total*	48	9	48	9	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	78	44	78	43	7521	49
	2006-2007	80	44	80	43	7605	51
	2007-2008	87	54	87	54	8049	55
	Cum. Total*	245	47	245	47	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	63	35	63	35	3773	24
	2006-2007	57	31	58	32	3000	20
	2007-2008	36	22	36	22	2672	18
	Cum. Total*	156	30	157	30	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	31	17	33	18	2399	16
	2006-2007	32	17	32	17	1620	11
	2007-2008	10	6	10	6	1190	8
	Cum. Total*	73	14	75	14	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	35.1	62.7	35.1	62.7	35.3	63.0
Literary Text	28	50	17.3	61.8	17.3	61.8	17.3	61.8
Informational Text	28	50	17.8	63.6	17.8	63.6	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Augusta Public Schools
 School: Ella R Hodgkins School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	28	17	87	54	36	22	10	6	750	161	17	54	22	6	750	14515	18	55	18	8	750
Ethnicity																						
African American/Black	7	1	14	5	71	1	14	0	0	750	7	14	71	14	0	750	365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	6	2	33	3	50	0	0	1	17	756	6	33	50	0	17	756	211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	146	25	17	79	54	33	23	9	6	750	146	17	54	23	6	750	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	8	40	7	35	5	25	737	20	0	40	35	25	737	2330	2	30	36	32	735
No	141	28	20	79	56	29	21	5	4	751	141	20	56	21	4	751	12185	21	60	15	4	753
Current LEP																						
Yes	5	3	60	2	40	0	0	0	0	766	5	60	40	0	0	766	342	8	46	22	24	741
No	156	25	16	85	54	36	23	10	6	749	156	16	54	23	6	749	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	69	13	19	32	46	20	29	4	6	748	69	19	46	29	6	748	5299	9	51	26	14	745
No	92	15	16	55	60	16	17	6	7	751	92	16	60	17	7	751	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	161	28	17	87	54	36	22	10	6	750	161	17	54	22	6	750	14514	18	55	18	8	750
Gender																						
Female	85	21	25	47	55	13	15	4	5	753	85	25	55	15	5	753	7084	24	55	15	6	752
Male	76	7	9	40	53	23	30	6	8	746	76	9	53	30	8	746	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	1	20	4	80	0	0	738	5	0	20	80	0	738	946	6	47	34	12	743
No	156	28	18	86	55	32	21	10	6	750	156	18	55	21	6	750	13569	19	56	17	8	750
Gifted/talented program																						
Yes	3										3						574	61	38	1	0	765
No	158	25	16	87	55	36	23	10	6	749	158	16	55	23	6	749	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 7
 SAU: Augusta Public Schools
 School: Ella R Hodgkins School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	9 51 36 4	0 18 9 1	0 22 16 17	9 40 33 3	60 49 58 50	5 16 13 2	33 20 23 33	1 7 2 0	7 9 4 0	743 750 751 748	9 51 36 4	0 22 16 17	60 49 58 50	33 20 23 33	7 9 4 0	743 750 751 748	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	25 61 11 3	10 16 1 1	25 16 6 20	23 52 9 1	58 54 53 20	6 24 3 3	15 25 18 60	1 5 4 0	3 5 24 0	753 749 744 746	25 61 11 3	25 16 6 20	58 54 53 20	15 25 18 60	3 5 24 0	753 749 744 746	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	26 48 21 5	15 13 0 0	37 17 0 0	22 45 14 4	54 58 42 50	3 15 15 3	7 19 45 38	1 4 4 1	2 5 12 13	757 750 740 742	26 48 21 5	37 17 0 0	54 58 42 50	7 19 45 38	2 5 12 13	757 750 740 742	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	15 70 15	1 23 3	4 21 13	10 62 12	42 56 52	9 21 6	38 19 26	4 4 2	17 4 9	742 752 747	15 70 15	4 21 13	42 56 52	38 19 26	17 4 9	742 752 747	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 64 28	0 13 14	0 13 32	6 54 23	50 54 52	4 28 4	33 28 9	2 5 3	17 5 7	740 749 754	8 64 28	0 13 32	50 54 52	33 28 9	17 5 7	740 749 754	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	54 45 1	16 11 0	19 15 0	49 34 1	58 48 50	16 19 1	19 27 50	3 7 0	4 10 0	751 748 742	54 45 1	19 15 0	58 48 50	19 27 50	4 10 0	751 748 742	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	16 38 13 33	9 14 1 4	35 23 5 8	16 30 10 29	62 49 50 56	0 14 7 15	0 23 35 29	1 3 2 4	4 5 10 8	757 751 745 746	16 38 13 33	35 23 5 8	62 49 50 56	0 23 35 29	4 5 10 8	757 751 745 746	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
Optional school/SAU question A. B. C. D.	0 20 40 40	 0 0 0	 0 0 0	 1 2 0	 100 100 0	 0 0 2	 0 0 100	 0 0 0	 0 0 0	754 748 740	0 20 40 40	 0 0 0	 100 100 0	 0 0 100	 0 0 0	754 748 740	 	 	 	 	 	

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	7	4	7	4	1646	11
	2006-2007	15	8	15	8	2142	14
	2007-2008	18	11	18	11	2028	14
	Cum. Total*	40	8	40	8	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	55	31	55	31	5497	36
	2006-2007	61	34	61	33	5642	38
	2007-2008	48	30	48	30	5703	39
	Cum. Total*	164	31	164	31	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	54	31	54	30	4514	29
	2006-2007	56	31	56	31	4077	27
	2007-2008	47	29	47	29	3733	26
	Cum. Total*	157	30	157	30	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	61	34	63	35	3797	25
	2006-2007	50	27	51	28	3001	20
	2007-2008	49	30	49	30	3054	21
	Cum. Total*	160	31	163	31	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	8.4	52.5	8.4	52.5	8.8	55.0
Cluster 2: Shape and Size	14	25	5.3	37.9	5.3	37.9	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.9	36.3	2.9	36.3	3.5	43.8
Cluster 4: Patterns	18	32	6.2	34.4	6.2	34.4	7.9	43.9

Cluster 1: Numbers and Operations
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)

Cluster 2: Shape and Size
E. Geometry
F. Measurement

Cluster 3: Mathematical Decision Making
C. Data Analysis and Statistics
D. Probability

Cluster 4: Patterns
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: Augusta Public Schools
 School: Ella R Hodgkins School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	162	18	11	48	30	47	29	49	30	738	162	11	30	29	30	738	14518	14	39	26	21	743
Ethnicity																						
African American/Black	7	0	0	1	14	4	57	2	29	732	7	0	14	57	29	732	372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	7	3	43	2	29	1	14	1	14	753	7	43	29	14	14	753	216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	146	15	10	45	31	41	28	45	31	738	146	10	31	28	31	738	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	3	15	2	10	15	75	722	20	0	15	10	75	722	2321	2	16	26	55	727
No	142	18	13	45	32	45	32	34	24	740	142	13	32	32	24	740	12197	16	44	26	15	746
Current LEP																						
Yes	6	3	50	2	33	1	17	0	0	759	6	50	33	17	0	759	356	7	23	24	45	731
No	156	15	10	46	29	46	29	49	31	737	156	10	29	29	31	737	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	69	4	6	19	28	15	22	31	45	733	69	6	28	22	45	733	5301	5	31	31	33	736
No	93	14	15	29	31	32	34	18	19	742	93	15	31	34	19	742	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	162	18	11	48	30	47	29	49	30	738	162	11	30	29	30	738	14517	14	39	26	21	743
Gender																						
Female	86	15	17	18	21	27	31	26	30	740	86	17	21	31	30	740	7086	14	40	26	20	743
Male	76	3	4	30	39	20	26	23	30	736	76	4	39	26	30	736	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	5	0	0	0	0	2	40	3	60	724	5	0	0	40	60	724	946	4	23	36	37	733
No	157	18	11	48	31	45	29	46	29	738	157	11	31	29	29	738	13572	15	40	25	20	743
Gifted/talented program																						
Yes	3										3						575	64	31	3	1	765
No	159	16	10	47	30	47	30	49	31	737	159	10	30	30	31	737	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: Augusta Public Schools
School: Ella R Hodgkins School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	9	0	0	6	40	2	13	7	47	733	9	0	40	13	47	733	6	7	29	26	37	734
B. less than one hour	51	10	12	19	23	26	32	26	32	737	51	12	23	32	32	737	50	13	39	26	22	742
C. one to two hours	36	6	11	21	37	15	26	15	26	740	36	11	37	26	26	740	40	15	42	26	17	744
D. more than two hours	4	0	0	2	33	3	50	1	17	733	4	0	33	50	17	733	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	21	6	18	11	33	10	30	6	18	743	21	18	33	30	18	743	32	21	40	23	16	747
B. They match some of what I have learned.	63	11	11	29	29	27	27	34	34	737	63	11	29	27	34	737	50	12	42	27	19	743
C. They match just a little of what I have learned.	14	0	0	6	26	9	39	8	35	733	14	0	26	39	35	733	15	7	32	31	30	737
D. There is no match.	2	0	0	2	67	0	0	1	33	737	2	0	67	0	33	737	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	20	13	42	12	39	5	16	1	3	756	20	42	39	16	3	756	25	34	42	13	11	753
B. good	50	4	5	24	30	27	34	24	30	736	50	5	30	34	30	736	47	10	45	27	18	743
C. fair	25	0	0	9	23	11	28	19	49	729	25	0	23	28	49	729	23	3	30	36	32	735
D. poor	6	0	0	2	22	2	22	5	56	728	6	0	22	22	56	728	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	38	5	8	16	27	24	40	15	25	738	38	8	27	40	25	738	36	6	38	29	27	738
B. about the same as my regular schoolwork	55	10	11	29	33	19	22	30	34	738	55	11	33	22	34	738	53	13	42	27	18	744
C. easier than my regular schoolwork	7	2	18	2	18	3	27	4	36	738	7	18	18	27	36	738	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	51	7	9	27	33	24	30	23	28	739	51	9	33	30	28	739	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	44	10	14	18	26	17	24	25	36	737	44	14	26	24	36	737	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	14	5	71	1	14	733	4	0	14	71	14	733	5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	2	0	0	2	67	0	0	1	33	729	2	0	67	0	33	729	9	15	37	25	23	742
B. two or three days a week	15	1	4	10	42	6	25	7	29	736	15	4	42	25	29	736	20	13	41	26	20	743
C. two or three times each month	51	5	6	26	32	24	29	27	33	737	51	6	32	29	33	737	30	15	40	27	18	744
D. never or almost never	32	11	22	10	20	16	31	14	27	741	32	22	20	31	27	741	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	36	7	12	16	28	17	30	17	30	738	36	12	28	30	30	738	20	17	39	23	22	744
B. two or three days a week	13	5	24	8	38	5	24	3	14	748	13	24	38	24	14	748	29	16	40	25	19	744
C. two or three times a month	18	2	7	9	32	9	32	8	29	737	18	7	32	32	29	737	26	13	40	28	20	743
D. never or almost never	34	3	6	15	28	15	28	21	39	734	34	6	28	28	39	734	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	3	33	3	33	3	33	734	6	0	33	33	33	734	8	7	32	26	35	736
B. 30–45 minutes	27	3	7	10	23	11	26	19	44	734	27	7	23	26	44	734	41	12	38	27	23	741
C. 45–60 minutes	58	12	13	32	34	28	30	21	23	741	58	13	34	30	23	741	41	17	42	24	16	745
D. more than 60 minutes	9	2	13	3	20	4	27	6	40	734	9	13	20	27	40	734	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	20	0	0	1	100	0	0	0	0	754	20	0	100	0	0	754						
C.	40	0	0	0	0	1	50	1	50	722	40	0	0	50	50	722						
D.	40	0	0	0	0	0	0	2	100	706	40	0	0	0	100	706						